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ABSTRACT

This course outline is a guide for teaching basic skills of boundball in grades 7-12. The course format includes lectures, drills and practice, game situations, and tests that focus on developing skills, understanding rules and basic officiating, strategy and etiquette, and social and ethical values. Course content includes the following: (a) history of the game; (b) terminology; (c) description of the game; (d) equipment and area; (e) safety procedures; (f) rules and regulations; (g) techniques and fundamentals; (h) game strategy; (i) basic knowledge of officiating techniques; and (j) sportsmanship. Warm-up exercises and skill drills are illustrated, and resources for students and teacher are recommended. A skills test and incidence chart for evaluation are presented. (A 26-term bibliography is included.) (PD)

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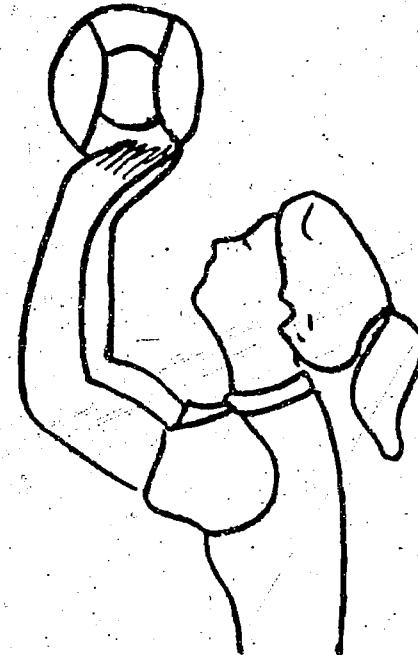
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PHYSICAL EDUCATION

BOUNDBALL

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PHYSICAL EDUCATION



Written by Mary E. Morgan

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida

1971

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BOUNDBALL

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I. COURSE GUIDELINES FOR COURSE NUMBER

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- A. Student Classification: Girls
- B. Grade Level: 7 - 12
- C. Level of Performance: Beginning
- D. Suggested Prior Experiences: None
- E. Subject Status: Elective, suggested before Fundamental Volleyball
- F. Length of Unit: 9 weeks

II. COURSE DESCRIPTION AND ACCREDITATION STANDARD BRCAD GOAL

Junior High: 9.8416 (1) a,c,d,i,j
Senior High: 9.9420 (1) d

A. Description

Boundball incorporates the basic skills of Volleyball and adds the element of the bounce of the ball before it can be hit. It is designed so that each student can develop sufficient skills to be able to play and enjoy the game.

B. Course Strategy

This unit consists of skill and rule lectures, skill drills and practice, game situations and class tournaments, written and practical tests.

C. Areas of Concentration

Class sessions will be designed to help students develop boundball skills, an understanding of rules and basic officiating, strategy and etiquette, social and ethical values and some degree of fitness commensurate with individual capacities.

III. COURSE OF STUDY BEHAVIORAL OBJECTIVES

A. Observed Participation Objective: 40% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) d,e,g
Senior High 9.9420 (2) i

All students will develop ability to perform in Boundball skills and display basic strategy as listed in the course content. These abilities will be developed during class periods, in regular game play and skill drill activities. This will be evaluated by teacher observations using an incidence chart and/or check list. Items of consideration will include:

- a. Ball Handling
- b. Serving
- c. Offensive Strategy
- d. Defensive Strategy
- e. Team Work

2. State Accreditation Standard: Junior High 9.8416 (2) e,f,g
Senior High 9.9420 (2) k

At least 75% of the students are able to perform skills listed in 1 - a. - e.

B. Skill Tests Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) d,e,g
Senior High 9.9420 (2) i

All students will participate in at least two skills tests listed below; one of which will be a serving test; the majority of students will achieve an average or better score. These tests will be administered according to procedures listed in Section VII.

- a. Wall Hit Test
- b. Serving Test
- c. Passing Test
- d. Spiking Test

2. State Accreditation Standard: Junior High 9.8416 (2) e,f,g
Senior High 9.9420 (2) k

At least 75% of the students are able to perform the skills listed in 1 - a. - d.

C. Course Content Knowledge Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) d,e,g
Senior High 9.9420 (2) i

All students will respond to an objective test and the majority will achieve an average or better score. This test will be based on the Boundball Unit and class discussions. The evaluation will include questions from the following areas:

- a. History
- b. Rules of Play
- c. Safety Procedures
- d. Terminology
- e. Game Strategy

2. State Accreditation Standard: Junior High 9.8416 (2) j,e,f,g
Senior High 9.9420 (2) k

At least 75% of the students are able to perform items listed in 1. a. - e.

D. Social and Personal Attitudes Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) d,e,g
Senior High 9.9420 (2) i

Social and personal attitudes for each student will be evaluated by observation via check list and/or incidence chart by the teacher throughout the entire unit. The teacher will develop an atmosphere wherein the majority of students will respond to said development and display desirable behavior. This evaluation will be based on the following items:

- a. Dressing in proper attire for class
- b. Good sportsmanship
- c. Emotional control
- d. Following policies set up for class
- e. Fairness to others
- f. Leadership and/or fellowship
- g. Care and use of equipment

2. State Accreditation Standard: Junior High 9.8416 (2) e,f,g
Senior High 9.9420 (2) k

At least 75% of the students are able to perform the skills listed in 1 - a - g.

IV. COURSE CONTENT

(This section may be duplicated for distribution to students.)

A. History of the Game

In 1895 when Volleyball was devised by William Morgan, a tennis net was used at a height of 6 $\frac{1}{2}$ feet. The ball was allowed to bounce on the floor. The game was called Minonette, but the bounce was soon discontinued.

In recent years Boundball has become a game of its own. It incorporates the rules, strategy and skills of volleyball, but adds the bounce of the ball to the ground. The ball has to be hit on the rebound, thus the name Boundball was given to the game. The net was lowered to a height of 3' 6" and a restraining line 3' from the net was added to the volleyball court.

By allowing the rebounding of the ball, skills can be more effectively used resulting in longer continuous play. It can effectively be played by 5 players on a team. Smaller courts can be devised for 4, 3 or 2 men teams. It is an excellent coeducational activity.

Although no national official rules have been written, it has been played in intramural, extramural and sportsday competition. Boundball rules now concur with DGWS Official Volleyball Rules.

The game of Boundball as we know it today was brought to Dade County by Mary Morgan and first played at Henry H. Filer Junior High School in 1957.

B. Terminology

1. Body Foul. Ball touches any part of the player's body below the waist.
2. Bound. To cause to rebound; to bounce, as a ball.
3. Bump. Forearm bounce pass (using both arms) for low balls.
4. Dead Ball. Ball that is temporarily out of play.
5. Dig. A pass made from below the waist with the fist of one hand.
6. Dink. A faked spike in which the attacking player merely taps the ball down on the other side of the net.
7. Drive. A hard hit ball (other than a served or spiked ball) that goes over the net into the opponent's court.
8. Foot Fault. Server steps on or over the end line at the moment she contacts the ball.
9. Illegal Hit. Ball visibly comes to rest on any part of the body above and including the waist, or ball is touched before rebounding from ground.

10. Illegal Serve. Contacting ball with wrist above the elbow.
11. Legal Hit. Ball that is given immediate impetus with any part of the body above and including the waist.
12. Legal Serve. Putting the ball into play over the net into the opponent's court by a player in the serving area (right back position).
13. Line Violation. Player steps over restraining line.
14. Match. Best two out of three - fifteen point games.
15. Officials. Referee, Umpire, Scorers, Timers, Linesmen.
16. Out-of-Bounds. Any surface outside the court except a player in the act of playing the ball.
17. Pass. One hit by a player to a teammate on the front line so said teammate can set the ball up for a spike or drive.
18. Point. Scoring unit awarded to serving team for an infringement of a rule by the receiving team.
19. Rebound. A bounce, as of a ball.
20. Rotation. Act of shifting positions in a clockwise direction as shown in the court diagram.
21. Serving Order. Sequence of service of a team's players which coincides with the official method of rotation.
22. Set. Usually the second contact of the ball. The object is to direct the ball to a spiker for an offensive play.
23. Side-Cut. Decision following the infringement of a rule by the serving team, at which time service is awarded to the opposing team.
24. Spiked Ball. A ball (other than a served ball) hit forcibly at a downward angle from a height greater than the top of the net.
25. Substitution. The act of putting in one player for another.
26. Time-Out. Suspension of play for the purpose of rest, substitution, injury, and between games of a match.
27. Violation. Infringement of the rules that is sometimes referred to as a foul.

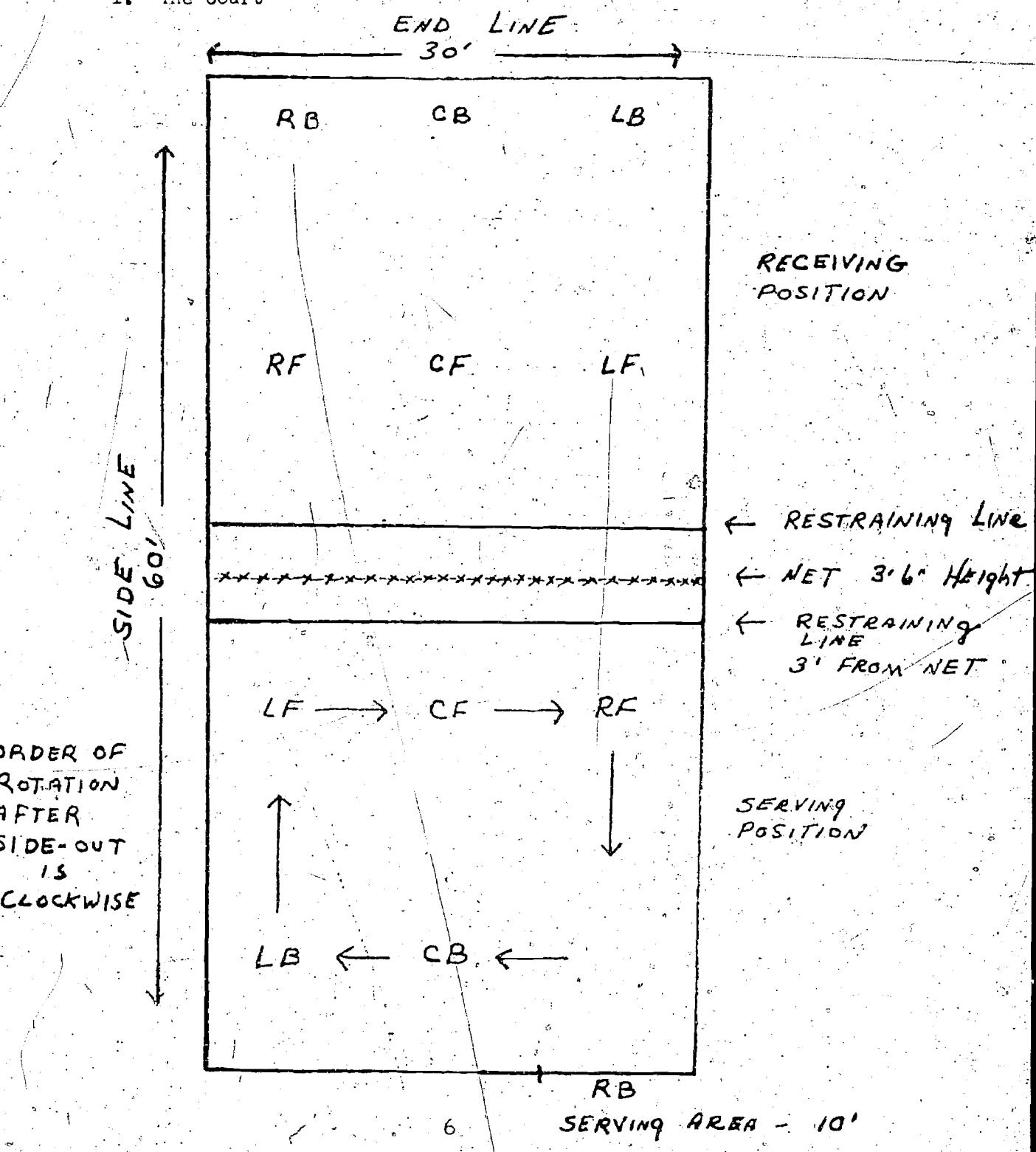
C. Description of the Game

Boundball is played on a 60 by 30 foot court which is divided in half by a net 3' 6" in height. In each court there is a restraining line 3' from the net. There are six players on each team. The players are designated as left, center and right forwards; and left, center and right backs. The object of the game is to hit the ball over the net, into the opponent's court so it cannot be returned. All players must let the ball bounce before hitting it. The ball is put in play by the right back player who serves the ball from behind the rear boundary line and within 10' of the right sideline. The ball must bounce on the ground before it can be served.

The ball is hit, on the rebound, back and forth until one team fails to return it or commits a foul. If the serving team makes the error, it loses the serve (side-out). An error by the receiving team gives one point to the serving team. The game consists of 15 points or 8 minutes, whichever occurs first, and one team must be ahead by two points in order to win.

D. Equipment and Area

1. The Court



ORDER OF
ROTATION
AFTER
SIDE-OUT
IS
CLOCKWISE

2. The Net

The net should be three feet wide overall and thirty-two feet in length. The net height is 3' 6".

3. The Ball

For indoor play and tournaments a leather covered ball with 7 to 8 pounds of air pressure is recommended.

For outdoor use a rubber-cased ball is acceptable providing it meets specifications of the leather ball, but the air pressure should be from 5 to 7 pounds.

E. Safety Procedures

1. Nets and standards should be secure and the playing area should be free of debris.
2. Area bordering court should be clear of obstacles and level with surface of court.
3. Players should warm-up properly so that the chance of injury is reduced.
4. When playing, players should use hands properly in serving, passing and setting the ball.
5. The calling of the ball is most important to eliminate collisions.
6. If obstacles interfere, guards should be placed at strategic positions.

F. Rules and Regulations

1. A team consists of six players.
2. Only the serving team can score.
3. The ball must be clearly hit and not thrown or scooped.
4. Players may step on but not over the restraining line.
5. The ball may be hit only three times before going over the net.
6. The ball must bounce before it can be hit by a player.
7. The ball is not allowed to bounce twice in succession.
8. A player may not hit the ball twice in succession.
9. If the serving team fails to play the ball over the net and into the opponent's court in at least three plays, it loses the serve.

10. The first team to score 15 points wins if they are two (2) points ahead of their opponents. Game continues until one team is two (2) points ahead.
11. The ball is put into play within the serving area behind the end line. The ball must be bounced outside the end line.
12. The server may not step on or over the end line until after the ball has been contacted.
13. All players, except server, must be inside boundary lines when ball is served.
14. A served ball touching the net is not in play. At any other time the ball touches the net and goes over it is good and still in play.
15. A ball may be played out of the net.
16. A ball touching a boundary line is good.
17. The ball may be played with any part of the body above and including the waist after the ball has bounced.
18. In case of a double foul, the ball is reserved and no point or side-out is called.
19. Teams change sides of the court after each game and in the middle of the third game. The team that did not serve the first game serves the second game. In other words, the serve alternates, no matter who wins or loses the previous game.
20. At the beginning of a game, a team does not rotate the first time that team receives the ball to serve.
21. No assist or "let serve" is permitted.
22. A player may leave the court to play the ball.
23. A foul committed by the serving team is called a side-out and does not involve points for any side.
24. A foul committed by the receiving team constitutes a point for the serving team.

G. Techniques and Skills

1. The Overhead Hit

The hit is used to handle the ball with a purpose in mind according to the game situation.

a. The Overhead Pass

The purpose of the overhead pass is to receive and control the serve in order to begin an offensive pattern.

Movements and Body Position:

Judging the height and place of the rebound is the most important element in body position.
The body should come to a stationary position so the ball would hit the nose if allowed to drop on face.
The hands are up, and elbows should be shoulder height.
Thumbs form a triangle about 5" apart.
The fingers are spread and slightly cupped.
The wrists should be tilted back.
The eyes should be concentrated on ball.
The pass should be high to allow a high rebound.
The player should contact the ball just above head, facing the direction of the pass.

b. The Set

The set is the second contact of the ball (preferably from a good pass). The purpose of this hit is to get the ball to the spiker so she can hit the ball in the most effective manner.

Movements and Body Position:

The player should be ready and waiting. The body position is the same for the overhead pass.
Additional attention should be given to playing the ball above the face.
The set should be high so the ball will rebound high and give the spiker time to coordinate her action and place the ball into the opposite court.

2. The Underhand Hit

It is recommended that beginning classes use the following skills for balls that must be played below the waist.

a. The Two-arm Bounce Pass or "Bump"

The purpose of this skill is to return low balls that are served, driven, spiked, or balls that are playable from the net. It can be used if a player prefers a quick rebound pass.

Movements and Body Position:

A player should move directly in line with oncoming ball. The feet should be in forward stride position.

A player should flex knees and get down low, with the trunk forward.

Hands should be clasped, one in the other with the thumbs on top.

The elbows should be extended to create a rigid re-bound surface.

A player should face direction of the pass.

b. The One-hand Bounce Pass or "Dig"

This skill is regarded as one to be used in extreme emergencies, such as a low ball in front or to the side of said player that she cannot get to with both hands.

The purpose is to get the ball up in the air for a teammate to play or "pop" it over the net if it is the third hit.

Movements:

Because this skill is used as an emergency measure, there is little or no opportunity to get ready.

A reflex action is required.

The hands should be in a fist, fingers pointing upward.

A slight snap of the wrist as the ball is contacted serves to insure the upward and forward flight pattern.

3. The Serve

The purpose of the serve is to put the ball in play over the net, but it is also an offensive tactic.

As the skill of the player increases it can be used to make the return of the ball more difficult for the other team to return.

a. Underhand Serve

The underhand serve is recommended for beginners as it is the easiest to control.

It can result in a high bounding serve by making contact under the ball.

A contact directly behind the ball results in a low rebound.

Movements and Body Position:

The server stands facing the net with knees slightly bent.

The hand holding the ball (left hand, if right handed) is held fairly close to the body and near the hip.

The arm of the hand that is being used to contact the ball swings directly back and then forward striking the ball out of the opposite hand. The ball should not be tossed into the air on the underhand serve.

The ball should be dropped from a height to make the rebound a good height for effective contact.

The fingers are curled inward so they are in contact with the palm of the hand.

As the ball is hit, contact with the fingers and the heel of the hand is made at the same time.

Open hand contact and heel of hand hitting may also be used.

Eyes should be kept on the ball.

The server should step into the serve, using the opposite foot of the hand used in hitting the ball.

Allow proper distance from the line while in the act of serving.

Return to the court immediately after contacting the ball.

b. The Sidearm Serve

Although it is difficult to control, can be quite effective when mastered because the ball can be made to travel close to the top of the net.

Movements and Body Position:

The basic position for a right handed player is to stand with left shoulder toward the net, feet pointing toward the right sideline, left foot slightly in front of right. The left arm is fully extended, ball is in hand.

The ball should be held high so that the rebound is high.

The server should step toward the net with left foot as ball is contacted.

The ball may be contacted with open palm or closed fingers, and heel of hand.

The ball is contacted by bringing the serving arm back at waist to shoulder level and parallel to the ground, elbow straight.

Eyes should be kept on the ball.

4. The Spike

The spike is an offensive tactic used by forcefully hitting the ball down into the opponent's court. The best spiking position is left front.

Movements and Body Position:

The spiker should approach the ball at an angle.

The ball should be kept in front and on the right side of the body.

The hand is open and either cupped or flat.

The spiker should contact the ball on top, leading with elbow and ending with wrist snap.

The ball should be contacted at highest point possible.

Even though beginners may not be able to master a true spike, some of them can coordinate the action for a spike and hit the ball hard enough to facilitate what we term a "drive."

5. Net Recovery

The net recovery is an action used to retrieve or "save" balls hit into the net. This play is entirely "defensive" in nature.

Movements and Body Position:

A player should immediately drop to a crouching or kneeling position and face the side line in the direction of the ball. Either the one hand dig or the two-hand bounce pass can be used.

If it is the third hit, modify the one hand dig by a sharp outward rotation of the arm and hand away from net.

If it is the second hit, use methods for "bump" or dig in order to get the ball high in the air for a teammate to play over the net.

The ball may also be passed to a player directly behind the forward player so she can make the play over the net.

H. Game Strategy

1. Offensive Strategy

Offensive Strategy Boundball is the same as described in Fundamental Volleyball Unit with the rules of rebounding and restraining line in effect.

2. Defensive Strategy

The blocking skill is deleted in Boundball. The rebounding rule and restraining line will cause the defense to play deeper or outside end line.

I. Basic Knowledge of Officiating Techniques

1. The Referee and Umpire

a. Position

The referee should be on the side line and position herself to have a clear view of the net and both courts. If possible she should be on some type of a stand so her eyes are two or three feet above the net. The umpire should be standing on the other sideline opposite the referee.

b. Use of the Whistle

The referee should hold the whistle in the hand nearer the receiving teams court, this allows the other hand to be free to indicate the proper signals. When a side-out occurs the whistle is transferred to eliminate confusion in determining which side is serving. The referee should blow the whistle, announce the violation or foul and give the proper signal in the following situations.

- (1) Illegal serve.
- (2) Illegal play of the ball (illegal hit).
- (3) Illegal play at the net.
- (4) Illegal position on the serve.

c. Signals

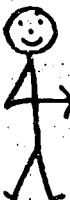
(1) Point

Raise the arm parallel to the floor pointing the hand toward the team that has scored the point.



(2) Side-Out

Keeping the arm parallel to the floor, bring arm across body (Horizontally) finishing with the fingers pointing toward the team that will receive the ball for the serve.



(3) Time-Out

Raise both arms sideward, shoulder height. To indicate which team has requested time out keep that arm extended and drop the other to side of the body. If officials time out, raise arms, announce official time and point to self.



(4) Ball contacted more than three times.

Raise arm above head with four fingers extended.

(5) More than one hit.

Raise arm overhead with two fingers extended.

(6) Stepping over the center line.

Point hand toward the line and indicate with same arm the player who stepped over the line.

(7) Contact with the net.

Place the hand near top of the net and indicate with the same hand the team or player who contacted the net.

(8) Reaching over the net.

Hand palm down on top of the net and indicate the team or player that committed the foul.

(9) Illegal Hit.

Raise the arm in front of the body, palm outward, elbow bent. (pushing motion)

(10) Double foul.

Cross both arms in front of the body.

(11) Body foul.

Touch one hip with free hand.

(12) Boundary lines.

If the ball is "out" raise thumb over shoulder.

If the ball is "in" hold palm down, fingers extended.

The umpire should give signals on all decisions whether he makes the call or not (mimics the referee signals).

d. Scorekeeping

The names of players should appear on the sheet or in the scorebook in order of their service. Points won during a term of service are marked (////). Record a zero when a player finishes his service. The serving order may be changed at the beginning of each game.

e. Other Officials in Volleyball.

(1) Timekeepers (two).

Keep official game time (eight minutes). Stop the watch when the ball is dead and begin it again when the server contacts the ball. The second watch and assisting timekeeper should keep team time outs and time out for substitutions. Team time outs are one minute and substitutions are fifteen seconds.

(2) Linesman (two).

Shall position themselves at each sideline on the same side as the server. Assist the referee watching for foot faults on the serve. Watch sideline and end line for balls that are "out" or "in" the court and indicate proper signal for each. Check the serving order to see that the team rotates and serves in the correct order.

J. Sportsmanship

The following are given in the Fundamental Volleyball Unit and are the same for Boundball:

1. Etiquette and Court Courtesy
2. Social and Ethical Values
3. Care of Equipment

V. LEARNING ACTIVITIES AND PROCEDURES OF TEACHING

A. Warm Up Exercises

1. Arm Circles and Finger Flex

Body Areas: arms, hands, shoulders

Position: feet together, arms extended to side parallel to ground, palms facing down

Procedure:

- a. move arms downward, backward, upward and forward
- b. repeat count one
- c. repeat count one
- d. repeat count one
- e. forcibly flex and extend fingers
- f. repeat count five
- g. repeat count five
- h. repeat count five

2. Arm Fling

Body Areas: arms, shoulders

Position: standing erect, arms raised sideward, shoulder high palms down

Procedure:

- a. cross arms in front of body, keep elbows straight
- b. Fling arms to side and back as far as possible, shoulder height
- c. repeat count one
- d. repeat count two

3. Leg Stretch

Body Areas: legs

Position: position of attention

Procedure:

- a. Deep knee bend, palms flat on ground in front of toes.
- b. Stretch legs straight, keeping hands on ground
- c. Repeat count one
- d. Repeat count two

4. Eight Beat Jumping Jack

Body Areas: legs, arms, trunk

Position: position of attention

- a. side straddle jump, arms overhead palms together
- b. return to position of attention
- c. repeat count one
- d. repeat count two
- e. kick right leg high, clap hands under right knee
- f. return to starting position
- g. kick left leg high, clap hands under left knee
- h. return to position of attention

5. Finger Isometrics

Body Area: fingers, hands, arms

Position: stand erect, elbows bent, fingers touching
front of chest

- a. push fingers together for 8 counts
- b. relax 8 counts

B. Skill Drills

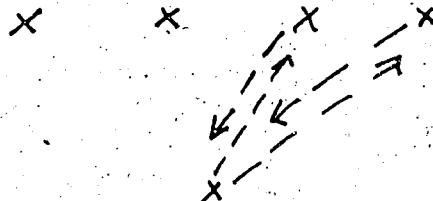
Key to diagrams:

X = Player

→ = Path of Player

→ = Path of Ball

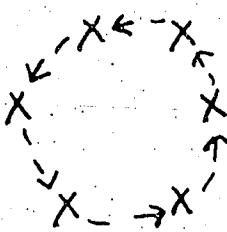
1. Pepper Passing



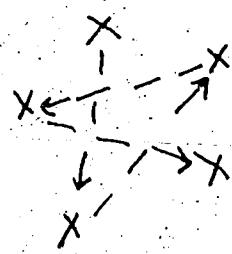
The leader passes alternately to others and each returns the pass to him.

Continue drill so that each squad member has been the leader.
Ball must bounce on each pass.

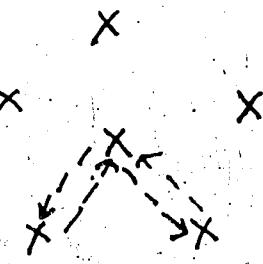
2. Circle Passing Drills



a. Even



b. Odd



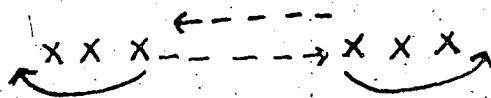
c. Leader

Note: a. Ball is passed around circle of radius of 13 feet.

b. Ball is passed to second player to the right if the squad has an odd number of members.

c. Leader passes to each member who passes back to leader. Continue until each member becomes the leader.

3. File Line Passing



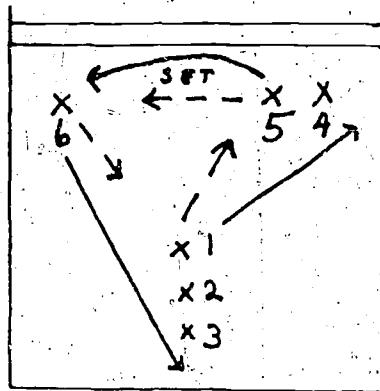
This is a more advanced passing drill.

Passer moves to right and behind own line after passing the ball.

Lines should be kept 15' apart.

A variation of this drill is to follow the pass and go to the back of the opposite line.

4. Set-Up Drill



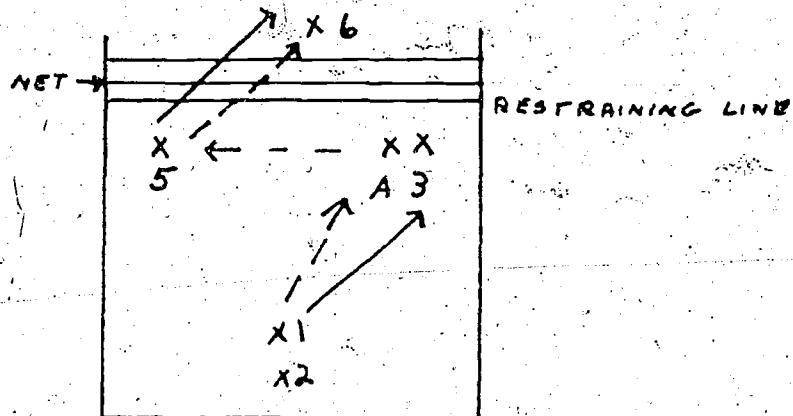
Player X¹ bounces ball to X⁵ who sets ball to retriever X⁶.

X⁶ tosses to X² and drill continues.

Each player follows the ball to a new position.

For a more advanced drill, passes are used instead of tosses.

5. Spiking Drill



Player X¹ tosses to X⁴. X⁴ sets to X⁵ who spikes.

X⁶ retrieves and gives ball to X², and the drill continues.

Players follow path of ball to new positions.

For a more advanced drill, add passes.

C. Teaching Approach for Boundball

1. Combination of Deductive and Inductive Approaches

This combination of approaches allows the student to initially get an overview of the game and an understanding of the basic skills. When he is moved into the game situation, drills and demonstrations are injected whenever the progress of the student indicates a review or introduction of a new skill is necessary. This combination approach enables the student to see the relevance of the drills to his personal development concurrent with the building of physical skills necessary to play the game.

2. Class Organization

a. Organization of Squads for Skills

Practice should be by skill level.

Suggested number in a squad is six.

This number will depend on facilities and equipment.

b. When teams are selected, it is suggested that seven players of different skill levels be placed on a team. This will cover for absences and the extra player can rotate into the game or be used to officiate.

3. Sequence of Presentation

a. Introduction to Equipment and Game

1. Ball
2. Court and net
3. Brief discussion of game

b. Fundamental Skills

1. Serve
2. Pass
3. Set
4. Spike
5. Dig

c. Presentation of Game

1. History
2. Game Description
3. Safety Procedures
4. Playing Courtesies
5. Social Values

d. Rules and Regulations

e. Game Strategy and Tactics

D. Recommended Resources For Teachers

1. Books

- a. Cherebelui, Gabriel. Volleyball Techniques. Hollywood, Calif: Creative Editorial Service, 1969.
- b. Hartman, Paul E. Volleyball Fundamentals. Columbus, Ohio: Charles E. Merill Books, Inc., 1968.
- c. Keller, Val. Point, Game and Match. Hollywood, Calif: Creative Editorial Service, 1969.
- d. Meyer, Margaret H., and Margurite Schwartz. Team Sports for Girls and Women (3rd ed.). Philadelphia: W. B. Saunders Co., 1957.
- e. Odeneal, William T., and Harry Wilson. Beginning Volleyball. Belmont, Calif: Wadsworth Publishing Co., Inc., 1962.
- f. Seaton, Clayton, Leibee, Messersmith. Physical Education Handbook (5th ed.). Prentice-Hall Inc., 1969. pp. 379-387.
- g. Trotter, Betty Jane. Volleyball for Girls and Woman. New York: The Ronald Press Co., 1965.
- h. Welch, E. J. How to Play and Teach Volleyball. New York: Association Press, 1960.

2. Magazines, Guides and Bulletins

- a. Curriculum Bulletin No. 5c. Progression Units (2nd ed.). Miami, Fla: Dade County Board of Public Instruction, 1960.
- b. DGWS Official Volleyball Guide. Washington, D. C.: The American Association for Health, Physical Education and Recreation, current edition.

- c. DGWS Selected Volleyball Articles. Washington, D.C.: A.A.H.P.E.R., 1970.
- d. O. William Blake and Anne M. Volp. Lead-Up Games to Team Sports. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.
- e. Sandefur, Randy. Goodyear Physical Activities Series. Edited by J. Tillman Hall. Pacific Palisades, Calif.: Goodyear Publishing Co., 1970.
- f. Shay, Clayton. (test consultant) Volleyball Skills Test Manual. Washington, D.C.: A.A.H.P.E.R., 1969.
- g. Skills Test Manual, Volleyball for Boys and Girls. Washington, D.C.: A.A.H.P.E.R., 1969.

3. Films

- a. "Beginning Volleyball" Filmstrips, Color. Sale only, \$36.70. The Athletic Institute, 805 Merchandise Mart, Chicago, Ill.
- b. "Fundamentals of Volleyball" (revised) 16mm. All American Productions and Publishers, P. O. Box 91, Greeley, Colorado.
- c. "Loop Films" Athletic Institute, \$13.00 each. The Serve, Underhand Pass, The Set, The Spike, The Block and Japanese Roll.

V. Recommended Resources for Students

1. Books (Check School Library)

- a. Barnes, Mildred. Program in Self-Instruction for Officiating DGWS Volleyball Rules. Minneapolis: Burgess Publishing Co., 1965.
- b. Egstrom, Glen H. and Frances Schaafsma. Volleyball. Dubuque, Iowa: W.C. Brown Co., 1966.
- c. Keller, Val. Point, Game and Match. Hollywood, Calif.: Creative Editorial Service, 1969.
- d. Marshall, Sol. Capsule History of Volleyball. Hollywood, Calif.: Creative Sports Books, 1968.

2. Study Guide (course content)
3. Magazines, Guides and Bulletins (Check School Library)
 - a. DGWS Volleyball Guide. Washington, D.C.: A.A.H.P.E.R., (current edition).
 - b. DGWS Selected Volleyball Articles. Washington, D.C.: A.A.H.P.E.R., 1970. pp. 41,63,77,103.
 - c. Odeneal, Wilson and Kellam. Beginning Volleyball. Belmont, Calif.: Wadsworth Publishing Co., 1969.

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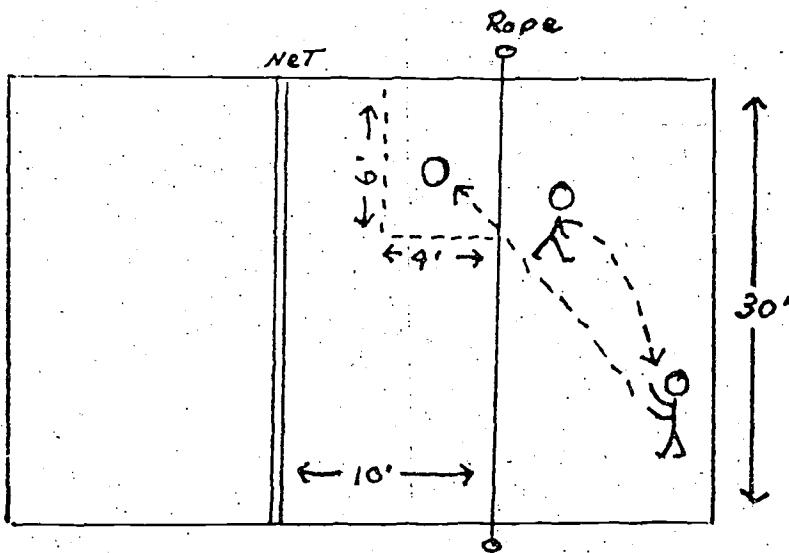
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3. Passing Test

Purpose: To measure ability to pass the ball to a set position.

Equipment:

Regulation Court
Volleyballs
Standards
Rope
Markings



Two standards are placed 10' from the net with a rope stretched across at a height of 8'. An area 4' by 6' is marked as indicated. (A 4' x 6' mat could be used)

Procedure:

Player stands in left back position of court and receives a high bounce from the tosser. Player executes a legal pass so that ball goes over the rope and lands in the scoring area. The pass is not scored if ball touches rope, or if the pass is "held" or "lifted". Poor throws do not have to be hit and are not counted as a trial. Two practice passes may be allowed prior to the test. Each player is given ten trials.

Scoring:

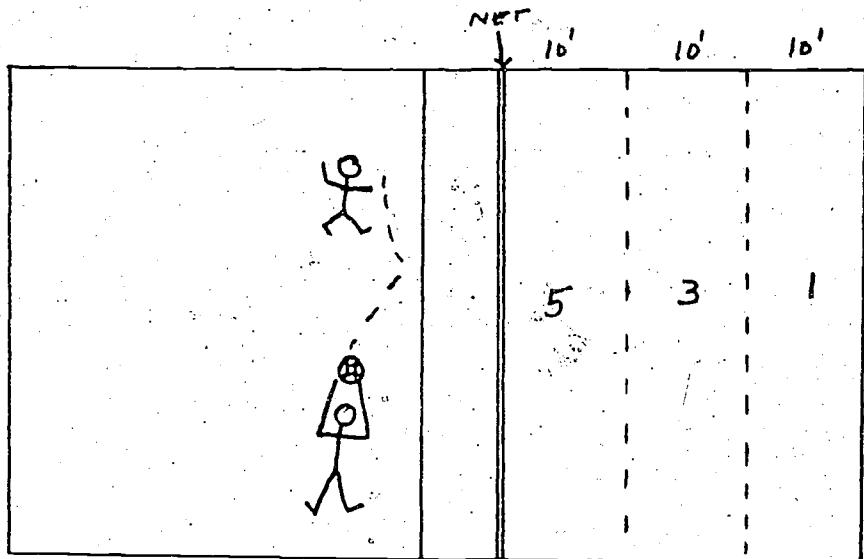
One point is scored for each pass going over the rope and landing on or hitting any part of the scoring area. Total points scored for the ten trials are recorded.

4. Spiking Test.

Purpose: To measure skill in spiking for accuracy and placement.

Equipment:

Volleyballs
Court markings
Regulation court



Mark two lines across the court 10' apart and parallel to the net. The net is at a height of 3' 6".

Procedure:

Tosser tosses ball up with both hands to a height of about 8 or 10 feet above the court and outside the restraining area. Spiker steps in and legally spikes the ball into the target court across the net. A ball landing on a line is given the highest score. Trials in which faults occur do not score. Poor tosses should not be hit and do not count as a trial. Two practice trials may be given prior to the test. Each player will have five (5) trials.

Scoring:

One point is scored for each pass going over the rope and landing on or hitting any part of the scoring area. Total points scored for the five trials are recorded.

3. Technique Chart and/or Skill Test Game
(Note: Use 4 X 7 card, one card per team or squad).

If the card is used as a technique chart use checks () for skills observed. If the card is used as a skill test one point can be given for each skill observed or points can be given as follows:

Serve: Underhand = 1 point, sidearm = 2 points,
Overhand = 3 points.

Returning the Ball: Over the net successfully = 1 pt.
A good drive = 2 pts., Spike = 3 pts.

Total All Points and Grade on a Scale.

NAME	Position Coverage	Serve	Pass or Set	Hit over Net	Team work	Period or class		Date		Dig.	Drive	Spike	Bump	Points	Grade
						1.	2.	3.	4.						
1.															
2.															
3.															
4.															
5.															

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Barnes, Mildred J. Program in Self-Instruction for Officiating DGWS Volleyball Rules. Minneapolis: Burgess Publishing Co., 1965.

Boyden, E.D., Burton, R.G. and Odeneal, W.T., Volleyball Syllabus. Berne, Indiana: USVBA, 1967.

Cherebelui, Gabriel. Volleyball Techniques. Hollywood, Calif.: Creative Editorial Service, 1969.

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Meyer, Margaret H., and Margurite Schwartz. Team Sports for Girls and Women (3rd ed.). Philadelphia: W.B. Saunders Co., 1957.

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Tom, Marlin, and Margaret Luckman. Co-ed Volleyball. New York: Nation Press Publications, 1966.

Trotter, Betty Jane. Volleyball for Girls and Women. New York: The Ronald Press Co., 1965.

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Bulletin No. 5. Tallahassee, Fla.: State Dept. of Education, 1948.

Curriculum Bulletin No. 5c. Progression Units. (2nd ed.). Miami, Fla.: Dade County Board of Public Instruction, 1960.

Curriculum Guide and Handbook for Girls P.E. Secondary School
Bulletin No. 136. Kansas City, Mo.: Public Schools, 1963.

Day, Naomi, and Jacqueline Rothman. Fundamental Volleyball. Miami, Fla.: Quinmester Unit Number 11, Dade County Public Schools, 1971.

(Note: Several sections from the Fundamental Volleyball Quinmester Unit have been directly reproduced).

DGWS Official Volleyball Guide. Washington, D.C.: A.A.H.P.E.R., 1970.

DGWS Selected Volleyball Articles. Washington, D.C.: A.A.H.P.E.R., 1970.

Elementary Physical Education Sports Skill Tests. Miami, Fla.: Dade County Public Schools, 1965.

Blake, William O., and Anne M. Volp. Lead-up Games to Team Sports. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

Phi Delta Pi, Miami Alumnae Chapter. Exercise for Fun and Fitness. Miami, Fla.: 1965.

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Skills Test Manual. Volleyball for Boys and Girls. Washington, D.C.: A.A.H.P.E.R., 1969.

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